

## HARTSVILLE JUNIOR HIGH

437 W. Carolina Avenue  
Hartsville, SC 29550

**GRADES** 7-8 Middle School

**ENROLLMENT** 817 Students

**PRINCIPAL** Chris Rogers 843-857-3000

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma Dawson 843-398-5200

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	23	8	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No

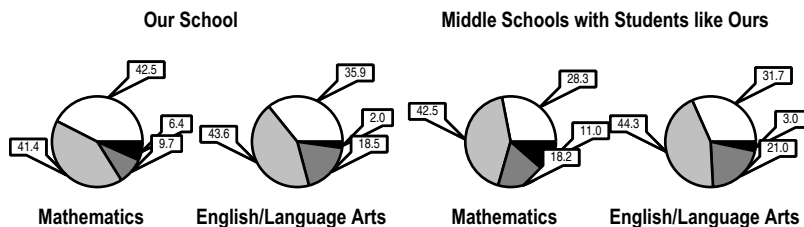
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	811	98.8	35.0	44.1	18.8	2.1	26.8	Yes	Yes
Gender									
Male	416	98.6	41.6	42.4	15.2	0.8	20.3		
Female	395	99.0	28.0	45.9	22.6	3.5	33.7		
Racial/Ethnic Group									
White	442	99.1	24.1	46.7	26.7	2.4	37.1	Yes	Yes
African-American	360	98.6	48.7	41.2	8.7	1.5	13.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	666	99.0	30.0	47.3	20.4	2.3	30.2		
Disabled	145	97.9	57.2	29.7	11.6	1.4	11.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	811	98.8	35.0	44.1	18.8	2.1	26.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	809	98.9	34.9	44.2	18.8	2.1	26.9		
Socio-Economic Status									
Subsidized meals	400	98.5	49.6	39.0	10.3	1.1	13.8	No	Yes
Full-pay meals	411	99.0	20.5	49.2	27.1	3.2	39.7		

Mathematics - State Performance Objective = 15.5%									
All Students	810	98.6	41.7	42.0	9.8	6.5	25.7	Yes	Yes
Gender									
Male	416	98.3	45.6	39.9	9.0	5.4	23.7		
Female	394	99.0	37.6	44.1	10.6	7.6	27.8		
Racial/Ethnic Group									
White	441	99.1	27.8	48.3	13.8	10.1	36.5	Yes	Yes
African American	360	98.3	59.3	34.4	4.5	1.8	12.0	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	665	99.0	36.7	44.7	11.0	7.6	29.3		
Disabled	145	97.2	64.2	29.9	4.4	1.5	9.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	810	98.6	41.7	42.0	9.8	6.5	25.7		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	808	98.8	41.8	42.0	9.7	6.5	25.6		
Socio-Economic Status									
Subsidized meals	400	98.3	56.4	36.2	5.3	2.1	13.0	No	Yes
Full-pay meals	410	99.0	27.2	47.8	14.2	10.8	38.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	382	99.0	32.3	46.5	19.8	1.4	21.2
	Grade 8	425	97.4	45.2	39.6	14.2	1.1	15.2
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	443	99.3	40.9	42.7	14.1	2.3	16.4
	Grade 8	374	98.1	27.3	50.7	20.6	1.4	22.0

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	382	99.7	32.5	42.3	16.8	8.4	25.2
	Grade 8	425	99.3	43.9	45.0	8.5	2.6	11.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	443	99.1	45.5	36.4	9.0	9.0	18.1
	Grade 8	374	98.1	37.7	48.7	10.4	3.1	13.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 817)				
Students enrolled in high school credit courses (grades 7 & 8)	8.4%	Up from 8.0%	12.9%	14.6%
Retention rate	5.0%	Up from 0.1%	3.1%	3.0%
Attendance rate	96.7%	Up from 92.9%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		6.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%		5.7%	5.3%
Eligible for gifted and talented	17.0%	Up from 16.7%	16.6%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.6%	Up from 17.8%	14.4%	13.9%
Older than usual for grade	2.1%	Down from 2.5%	3.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.5%	Down from 12.4%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	41.5%	Down from 46.0%	44.9%	48.7%
Continuing contract teachers	71.7%	Down from 80.0%	85.2%	81.7%
Highly qualified teachers**	91.3%	N/A	91.3%	90.4%
Teachers with emergency or provisional certificates	7.0%		6.0%	5.3%
Teachers returning from previous year	86.6%	Up from 85.5%	86.1%	85.1%
Teacher attendance rate	93.3%	Down from 94.1%	95.1%	94.8%
Average teacher salary	\$38,962	Down 0.7%	\$39,714	\$40,566
Prof. development days/teacher	17.7 days	Up from 9.9 days	11.0 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.3
Student-teacher ratio in core subjects	N/R	N/R	20.8 to 1	21.3 to 1
Prime instructional time	87.6%	Up from 84.9%	89.2%	89.3%
Dollars spent per pupil*	\$5,335	Down 0.3%	\$5,715	\$5,821
Percent of expenditures for teacher salaries*	59.1%	Down from 60.0%	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 30.7%	95.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.7%		92.0%	
Highly qualified teachers in high poverty schools**	94.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, Hartsville Junior High continued to let the best interest of all children guide decisions and daily interaction with students, parents, and the community.

Attention was focused on implementing standards based curriculum and promoting academic success. The major professional development initiatives this year included "Tools for Teaching" and developmentally appropriate middle level practices. Monthly, every content area teacher was provided an unencumbered half day of planning with their department and grade peers. These planning days focused on studying the standards and planning lessons that would effectively teach the students the standards. Three teachers attended the South Carolina Reading Association Conference; two attended the South Carolina Mathematic Council meeting; five participated in a site visit to a school like ours that is performing "good" on the state report card; and twelve attended the South Carolina Middle School Association Conference.

The school embraced our parents and community by working very closely with the Academic Booster Club and hosting various events focused on fostering collaboration. The Parent Involvement Program (PIP) included monthly support meetings, two free computer application evening courses, a "Back to School Bash," and "Desserts with the Principal."

The Academic Booster Club awarded six mini-grants to teachers, hosted a Staff Appreciation Luncheon, and sponsored quarterly recognition programs for students.

The year was filled with a variety of honors and recognitions. Hartsville Junior High school was granted an \$84,000 grant from the Byerly Foundation that will be used to purchase wireless lap top computers and afford teachers professional development opportunities in integrating technology into their curriculum. Our Teacher of the Year was named a District Honor Roll Teacher. The school cafeteria was awarded most improved cafeteria for Darlington County School District. We recognized 15 Junior Scholars and six Duke Tip Scholars.

This year has proven to be one that has kept our theme alive, "WE ARE #1!"

Andrea L. Hampton, Ed.D, Principal

William Dixon, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	321	167
Percent satisfied with learning environment	63.4%	68.0%	61.1%
Percent satisfied with social and physical environment	50.0%	63.5%	47.9%
Percent satisfied with home-school relations	46.3%	86.9%	55.8%

\*Only students at the highest middle school grade level at this school and their parents were included.